



## College of Arts and Sciences

School of Theology

### RE/POL 347: Justice, Development, and Human Rights

Sacred Hearts Academy A313, Tuesday and Thursday 1:05pm – 2:30pm | Credits: 3 | Section: 01-12 | Term: Fall 2026

#### Instructor Information

|                      |                                                                              |
|----------------------|------------------------------------------------------------------------------|
| Instructor           | Dustyn Kainoa Ragasa, Ph.D.                                                  |
| Email                | <a href="mailto:dustyn.ragasa@chaminade.edu">dustyn.ragasa@chaminade.edu</a> |
| Phone                | 808-739-8533                                                                 |
| Office Location      | Henry Hall 206 F                                                             |
| Office Hours         | MWF 11:30am – 1:30pm and by appointment                                      |
| Virtual Office Hours | By appointment only                                                          |

#### Communication

All written communication between the instructor and student must take place through official Chaminade University email addresses or through our Canvas course site. Please allow up to 24 hours for a response.

#### School and Department

|          |                    |
|----------|--------------------|
| School   | School of Theology |
| Location | Henry Hall 206     |
| Phone    | (808) 739-4633     |

#### Course Description and Materials

##### Catalog Description

This course examines the inter-relationships between justice, development and human rights norms and institutions at the global level. Students will explore the historical development of these concepts and their application and evolution from the 19th century to the present. Particular emphasis will be placed on the contemporary dialogue between Catholic Social Thought and secular international institutions that set global norms for justice, human development and the international human rights regime.

##### Course Snapshot

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Modality           | Face-to-Face                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Meeting Location   | Sacred Hearts Academy room A313                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Meeting Days/Times | Tuesdays and Thursdays at 1:05pm – 2:30pm                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Time Allocation    | <p>As established by the Chaminade University of Honolulu Credit Hour Policy, this three-credit hour course represents completion of a minimum of 135 hours of student engagement over one 15-week semester.</p> <ol style="list-style-type: none"><li>1. 40.66 hours of regularly scheduled in-person classroom instruction (e.g., lectures on course themes, weekly seminars on assigned readings, collaborative group discussions, and weekly quizzes)</li></ol> |

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | <ol style="list-style-type: none"> <li>2. 24.00 hours of Final Project preparation (i.e., collaborative ideation, project refinement, and presentation development and revision)</li> <li>3. 70.34 hours of ancillary work averaging 4.68 hours per week (e.g., course readings, quiz preparation, supplementary research, one-on-one support, optional reflection and clarification papers, completion of additional assignments as needed, etc.)</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Required Materials | <p>Please inform the instructor if you require assistance in accessing any of these materials.</p> <p><b>Texts in Print</b></p> <ol style="list-style-type: none"> <li>1. Finn, Daniel K., ed. <i>Rethinking Justice in Catholic Social Thought</i>. Washington, D.C.: Georgetown University Press, 2025.</li> <li>2. Nussbaum, Martha C. <i>Women and Human Development: The Capabilities Approach</i>. Cambridge: Cambridge University Press, 2001.</li> </ol> <p><b>Electronic Readings (available on Canvas)</b></p> <ol style="list-style-type: none"> <li>1. John XXIII. <i>Pacem in Terris</i>, 1963.</li> <li>2. John Paul II. <i>Sollicitudo Rei Socialis</i>, 1987.</li> <li>3. King, Jr., Martin Luther. <i>Letter from a Birmingham Jail</i>, 1963.</li> <li>4. Leo XIV. <i>Magnificat Humanitas</i>, 2026.</li> <li>5. Paul VI. <i>Populorum Progressio</i>, 1967.</li> <li>6. United Nations. <i>Universal Declaration of Human Rights</i>, 1948.</li> </ol> |
| Canvas             | Access to internet-capable technology is essential as important information and materials are posted on our Canvas site and will be updated regularly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of the undergraduate B.A. program in Religious Studies, students will be able to:

1. Utilize the key concepts of Catholic theology in a critical reflection on integral human experience.
2. Engage in respectful dialogue on religious meaning in our globalized, multicultural society.
3. Employ Christian moral imagination in moral reasoning and decision making that affirms and/or challenges secular and cultural values.
4. Generate a substantive project that is animated by the Marianist charism.

### Course Learning Outcomes (CLOs)

Upon completion of RE/POL 347: Justice, Development and Human Rights, students will be able to:

1. Appraise conceptions of human flourishing and integral humanism as they relate to development.
2. Analyze the challenges of articulating justice and establishing a just society in our pluralistic world.
3. Relate religious experience to ethical practice as informed by the Catholic Social Tradition.
4. Construct an ethical argument employing the “grammar” of human rights to redress a social injustice confronting contemporary Hawai’i.

### Marianist Values

An education in the Marianist Tradition is marked by five principles.

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

## Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

1. Educate for Formation in Faith (Mana): E ola au i ke akua (‘Ōlelo No‘eau 364) — May I live by God.
2. Provide an Integral, Quality Education (Na‘auao): Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957) — Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana): ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
4. Educate for Service, Justice and Peace (Aloha): Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) — Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina): ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) — All knowledge is not taught in the same school.

## Alignment of Course Learning Outcomes

|                        | CLO 1 | CLO 2 | CLO 3 | CLO 4 |
|------------------------|-------|-------|-------|-------|
| Marianist Values       | 4     | 4     | 4     | 4     |
| PLOs                   | 3     | 3     | 3     | 4     |
| Native Hawaiian Values | 3     | 3     | 3     | 3     |
| Gen Ed Outcomes        | 4     | 4     | 4     | 5     |

## Attendance and In-Class Participation

### Attendance Policy

Our learning community will be characterized by a spirit of collaboration, so consistent participation is a fundamental requirement. It is the responsibility of the student to obtain materials from other students in the event of an excused absence.

#### Quick Reference — Absence Thresholds:

|                                |                                                                                                                                                                                                                              |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Excused Absence                | The option to excuse absences is at the sole discretion of the instructor. Students must register absences via email to the instructor prior to the beginning of that class.                                                 |
| Unexcused Absence              | Absences that are not registered via email to the instructor prior to the beginning of that class or absences for frivolous purposes will be considered unexcused.                                                           |
| Warning Threshold              | Students who accumulate three (3) or more unexcused absences will be contacted by the instructor for redress.                                                                                                                |
| Grade Penalty                  | Four (4) instances of non-participation imply that the highest final grade achievable is a “B.”                                                                                                                              |
| Course Failure                 | Six (6) or more absences will constitute grounds for an administrative removal or a recommendation to withdraw from the course.                                                                                              |
| Late Arrival / Early Departure | Arriving more than 15 minutes late to class will count as one (1) tardy. Three (3) tardies will amount to one (1) unexcused absence. Departing class 15 minutes (or more) early or will amount to one (1) unexcused absence. |

## In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.

## Course Activities

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In-Class Activities    | In-class activities will cycle between three formats:<br>1. <i>Seminar</i> . Assigned readings will introduce the weekly themes. Students will collaboratively analyze and discuss the readings in small group format.<br>2. <i>Lecture</i> . A lecture will examine a specific element of the weekly theme in greater detail. Outlines will be provided.<br>3. <i>Colloquium</i> . Plenary dialogue on the weekly themes will invite summative comments, synthesis of information, opportunities for sharing, and prospects for further exploration. |
| Homework / Assignments | Assigned readings are to be completed and ready to be discussed during the seminar session of each session. Our readings are not easily understood when read quickly or skimmed, so do budget ample time to read. Please see page 10 of this syllabus for a complete schedule of seminar readings.                                                                                                                                                                                                                                                    |
| Quizzes                | Students must prepare for in-class multiple choice and short essay quizzes at the conclusion of the week, ordinarily Thursday. Make-up quizzes for excused absences may be administered orally during a scheduled meeting.                                                                                                                                                                                                                                                                                                                            |
| Projects               | Students will demonstrate subject matter proficiency through a collaborative Final project that entails real-world application of course themes to issues of justice. Students will self-divide into small groups (3-5 students) for the project. Please review page 8 for the full project prompt and page 9 for the grading rubric.                                                                                                                                                                                                                 |

## Course Policies

|                  |                                                                                                                                                                                                                                                    |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Late Work        | Late submission of work may be permitted by discretion of instructor with advance written permission.                                                                                                                                              |
| Make-Up Work     | Assignments, including quizzes, cannot be made up at a later date except by discretion of instructor and with advance written permission.                                                                                                          |
| Extra Credit     | One extra credit opportunity will be announced during the semester.                                                                                                                                                                                |
| Incomplete Grade | Students unable to complete course requirements for legitimate circumstances may petition the instructor for an Incomplete no later than the twelfth week of class. The option to grant an Incomplete is at the sole discretion of the instructor. |
| Syllabus Changes | The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.                                                                                                                                |

## Final Grades

At the conclusion of the semester, final grades will be submitted to Self-Service ([selfservice.chaminade.edu](https://selfservice.chaminade.edu)) and are to be interpreted as follows:

| Grade | Range         |
|-------|---------------|
| A     | 90% and above |
| B     | 80–89%        |
| C     | 70–79%        |
| D     | 60–69%        |
| F     | 59% and below |

## Important Information

### Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a university official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See catalog section Student Use of Artificial Intelligence in Academic Work for further information. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

### AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy. If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

## Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need. Contact information and reporting options: [chaminade.edu/titleix/nondiscrimination/](https://chaminade.edu/titleix/nondiscrimination/). File a report via the [Campus Incident Report Form](#).

## Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#). The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

## Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources. Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome. Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time. Learn more at <https://chaminade.edu/ada-accommodations>

## Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

## Campus Resources and Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

| Resource                                       | Description                                                                                                                                                                                                                                                                                                               | Contact / Website                                                                                                                                   |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Accessibility Services<br>(Kōkua 'Ike)         | Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.                                                                                                                                                                                                                 | <a href="mailto:ada@chaminade.edu">ada@chaminade.edu</a><br><a href="https://chaminade.edu/ada-accommodations">chaminade.edu/ada-accommodations</a> |
| Tutoring and Academic Coaching<br>(Kōkua 'Ike) | Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies. | <a href="https://chaminade.edu/tutoring-academic-coaching-services">chaminade.edu/tutoring-academic-coaching-services</a>                           |
| Career Services                                | Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.                                                                                       | <a href="https://chaminade.edu/career-services">chaminade.edu/career-services</a>                                                                   |
| Basic Needs Resources                          | Support for food insecurity, housing instability, and other basic needs.                                                                                                                                                                                                                                                  | <a href="https://chaminade.edu/basic-needs/">chaminade.edu/basic-needs/</a>                                                                         |
| Title IX / Nondiscrimination                   | Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.                                                                                                                                                                                                     | <a href="https://chaminade.edu/titleix/resources-and-support/">chaminade.edu/titleix/resources-and-support/</a>                                     |
| Hazing Prevention                              | Confidential support, crisis intervention, and reporting for any type of abuse including hazing.                                                                                                                                                                                                                          | <a href="https://hazingpreventionnetwork.org/athlete-helpline/">hazingpreventionnetwork.org/athlete-helpline/</a>                                   |
| Campus Safety / SafeSwords                     | Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.                                                                                                                                                     | <a href="https://chaminade.edu/student-life/security/campus-safeswords-program/">chaminade.edu/student-life/security/campus-safeswords-program/</a> |
| CUH Alert Emergency Notification               | Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.                                                                                                                                                                                                    | <a href="https://chaminade.edu">chaminade.edu</a>                                                                                                   |

“The uncertainty of history and the painful convergences in the ascending path of the human community direct us to sacred history; there God has revealed himself to us, and made known to us, as it is brought progressively to realization, his plan of liberation and salvation which is once and for all fulfilled in the Paschal Mystery of Christ. Action on behalf of justice and participation in the transformation of the world fully appear to us as a constitutive dimension of the preaching of the Gospel, or, in other words, of the Church's mission for the redemption of the human race and its liberation from every oppressive situation.”

*Iustitia in Mundo* 6

### I. Project Prompt

Written by the 1971 Synod of Bishops, *Iustitia in Mundo* (“Justice in the World”) is an analysis of the most difficult issues confronting their milieu. In response, the Synod proposed a set of challenging initiatives for the establishment of more just societies inspired by the experience of Jesus the Christ.

Small groups of **three to five (3-5) students** are invited to undertake the same prosecution of justice utilizing the grammar of Human Rights, insights from the Capabilities Approach, and the principles from the Catholic Social Teaching tradition.

- a. First, identify an issue that is an affront to justice in Hawai’i. Drawing upon your knowledge, skills, and experience, provide an analysis of why and how the issue is problematic for our community. (e.g., unequal access to quality essential healthcare; poor urban planning and the lack of affordable housing; concerns on the quality of education and its implications for intergenerational poverty, etc.)
- b. Next, draw upon two (2) or more concepts covered in our course to show how they can be a resource for the establishment of a regime of human rights in Hawai’i. Your engagement of the concepts should provide a compelling account of why human rights language, the Capabilities Approach, and the Catholic Social Teaching tradition are relevant for our community and the challenges we face today. (e.g., Article 25 of the UDHR protecting adequate healthcare; *Populorum Progressio* on authentic development demanding housing for all, Capability 4 on education and intellectual development, etc.)

### II. Presentation Guidelines

Presentations for your final project will take place **during class on Thursday, December 3, 2026**. Projects may be shared through your choice of medium: hands-on demonstration, research paper, a short documentary, a PowerPoint presentation, a collection of vlogs, or in any other creative way that would best present your work.

At the conclusion of your presentation, you will briefly field and answer questions from your classmates and the instructor about your project. Presentations and Question and Answers should approximate, but must not exceed, **8 minutes**. Materials associated with your project, such as slideshows, videos, or papers, must be submitted to the instructor by the end of the session.

## Final Project Grading Rubric

|                         | Superior (5)                                                                                                                                                                                                          | Excellent (4)                                                                                                                     | Good (3)                                                                                                                           | Poor (2)                                                                                                                                                    | Fail (0)                                                                                                                         |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Community Injustice     | Issue is clearly identified as an urgent issue of justice for our community, analyzed and presented to clearly demonstrate why and for whom it is problematic                                                         | Issue is conveyed as a legitimate problem of injustice facing our community, demonstrating why and for whom it is problematic     | Issue is related to injustice in our community but would benefit from further development                                          | Issue is not related to our injustice in community or is backed by unreliable data from questionable sources<br><br>(e.g., “trust me bro” and/or Wikipedia) | Issue is not a question of justice or is entirely misrepresented                                                                 |
| Conceptual Framework    | Conceptual framework informed by the Capabilities Approach, and the Catholic Social Teaching tradition is presented with exceptional precision, nuance and sophistication befitting advanced academic discourse       | Conceptual framework is well presented with mastery, evidenced through facility and depth of understanding                        | Conceptual framework is presented in a way that demonstrates proficiency of understanding                                          | Conceptual framework is largely accurate but is not adequately representative of course content                                                             | Conceptual framework is misappropriated, misrepresented, incomplete, or missing entirely                                         |
| Integration             | Integration of issue of justice and course concepts provides a clear and compelling account of how the Capabilities Approach, and the Catholic Social Teaching tradition are resources for envisioning a just society | Integration of issue of justice and course concepts displays strong conceptual command and excellent innovation                   | Integration of issue of justice and course concepts is present but must be developed more fully                                    | Integration of issue of justice and course concepts is weak, tangential, or marginal                                                                        | Integration of issue of justice and course concepts is egregiously inaccurate or missing                                         |
| Presentation of Project | Presentation is engaging, creative, exceeding university-level quality, meeting the required duration of 8 minutes (+/- 2 minutes)                                                                                    | Presentation is clear and accessible, at university-level standards, and approximates 8 minutes in length (+/- 4 minutes)         | Presentation is acceptable for university-level standards but does not approximate 8 minutes in length (+/- 5 minutes)             | Presentation is hard to follow, unclear in its essential elements, and/or does not approximate 8 minutes in length (+/- 6 minutes)                          | Presentation is largely incoherent to entirely incomprehensible, and/or does not approximate 8 minutes in length (+/- 7 minutes) |
| Q & A Session           | Responses to questions demonstrate thoughtfulness and a superior grasp of course materials as they relate to a human rights issue in our community                                                                    | Responses to questions demonstrate an excellent grasp of course materials as they relate to a human rights issue in our community | Responses to questions demonstrate a competent command of course materials as they relate to a human rights issue in our community | Responses to questions display some grasp of course materials as they relate to a human rights issue in our community                                       | Unable to respond to the most elementary of questions in any coherent manner                                                     |

## Weekly Course Schedule

| Date  | Day | Week | Reading Material                                                  |
|-------|-----|------|-------------------------------------------------------------------|
| 8/18  | T   | 1.a  | Introduction I ( <i>No reading assigned</i> )                     |
| 8/20  | R   | 1.b  | Introduction II ( <i>No reading assigned</i> )                    |
| 8/25  | T   | 2.a  | King: <i>Letter from a Birmingham Jail</i> .                      |
| 8/27  | R   | 2.b  | Finn: <i>Rethinking Justice</i> , pp. 133-152.                    |
| 9/1   | T   | 3.a  | United Nations: <i>Universal Declaration of Human Rights</i> .    |
| 9/3   | R   | 3.b  | Finn: <i>Rethinking Justice</i> , pp. 13-77.                      |
| 9/8   | T   | 4.a  | Finn: <i>Rethinking Justice</i> , pp. 78-99.                      |
| 9/10  | R   | 4.b  | Finn: <i>Rethinking Justice</i> , pp. 177-193.                    |
| 9/15  | T   | 5.a  | John XXIII: <i>Pacem in Terris</i> , paragraphs 1-80.             |
| 9/17  | R   | 5.b  | Finn: <i>Rethinking Justice</i> , pp. 157-176.                    |
| 9/22  | T   | 6.a  | John XXIII: <i>Pacem in Terris</i> , paragraphs 81-172.           |
| 9/24  | R   | 6.b  | Nussbaum: <i>Women and Human Development</i> , pp. 1-33.          |
| 9/29  | T   | 7.a  | Paul VI: <i>Populorum Progressio</i> , paragraphs 1-42.           |
| 10/1  | R   | 7.b  | Nussbaum: <i>Women and Human Development</i> , pp. 34-70.         |
| 10/6  | T   | 8.a  | Paul VI: <i>Populorum Progressio</i> , paragraphs 43-87.          |
| 10/8  | R   | 8.b  | Nussbaum: <i>Women and Human Development</i> , pp. 70-110.        |
| 10/13 | T   | x    | <b>Wellness Week</b> ( <i>No reading assigned</i> )               |
| 10/15 | R   | x    | <b>Wellness Week</b> ( <i>No reading assigned</i> )               |
| 10/20 | T   | 9.a  | John Paul II: <i>Sollicitudo Rei Socialis</i> , paragraphs 1-26.  |
| 10/22 | R   | 9.b  | Nussbaum: <i>Women and Human Development</i> , pp. 110-148.       |
| 10/27 | T   | 10.a | John Paul II: <i>Sollicitudo Rei Socialis</i> , paragraphs 27-49. |
| 10/29 | R   | 10.b | Nussbaum: <i>Women and Human Development</i> , pp. 148-166.       |
| 11/3  | T   | 11.a | Leo XIV: <i>Magnifica Humanitas</i> , paragraphs 1-64.            |
| 11/5  | R   | 11.b | Nussbaum: <i>Women and Human Development</i> , pp. 167-198.       |
| 11/10 | T   | 12.a | Leo XIV: <i>Magnifica Humanitas</i> , paragraphs 65-130.          |
| 11/12 | R   | 12.b | Nussbaum: <i>Women and Human Development</i> , pp. 198-240.       |
| 11/17 | T   | 13.a | Leo XIV: <i>Magnifica Humanitas</i> , paragraphs 131-181.         |
| 11/19 | R   | 13.b | Nussbaum: <i>Women and Human Development</i> , pp. 241-303.       |
| 11/24 | T   | 14.a | Leo XIV: <i>Magnifica Humanitas</i> , paragraphs 182-245.         |
| 11/26 | R   | x    | <b>Thanksgiving</b> ( <i>No reading assigned</i> )                |
| 12/1  | T   | 15.a | Final Project Preparation ( <i>No reading assigned</i> )          |
| 12/3  | R   | 15.b | Final Project Presentations ( <i>No reading assigned</i> )        |